

MINNIE HUGHES ELEMENTARY

8548 Willtown Road
Yonges Island, South Carolina 29449

GRADES PK-6 Elementary School

ENROLLMENT 265 Students

PRINCIPAL Marguerite S. Middleton 843-889-2976

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	32	41	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

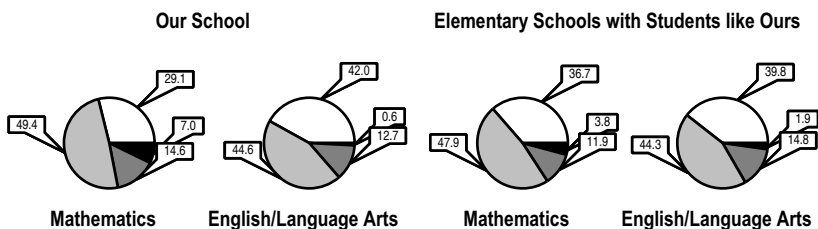
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	21	41	38
Percent satisfied with learning environment	100.0%	85.4%	100.0%
Percent satisfied with social and physical environment	100.0%	89.7%	78.9%
Percent satisfied with home-school relations	66.7%	90.0%	92.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	177	98.3	42.0	44.6	12.7	0.6	13.4	17.6
Gender								
Male	91	96.7	50.0	42.5	6.3	1.3	7.5	17.6
Female	86	100.0	33.8	46.8	19.5	N/A	19.5	17.6
Racial/Ethnic Group								
White	11	81.8	N/A	N/A	N/A	N/A	N/A	17.6
African-American	166	99.4	41.6	44.8	13.0	0.6	13.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	169	98.2	40.9	45.0	13.4	0.7	14.1	17.6
Disabled	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	177	98.3	42.0	44.6	12.7	0.6	13.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	177	98.3	42.0	44.6	12.7	0.6	13.4	17.6
Socio-Economic Status								
Subsidized meals	172	98.3	42.9	44.2	12.3	0.6	13.0	17.6
Full-pay meals	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	177	100.0	29.1	49.4	14.6	7.0	21.5	15.5
Gender								
Male	91	100.0	33.3	49.4	12.3	4.9	17.3	15.5
Female	86	100.0	24.7	49.4	16.9	9.1	26.0	15.5
Racial/Ethnic Group								
White	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	166	100.0	29.7	48.4	14.8	7.1	21.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	169	100.0	28.7	48.7	15.3	7.3	22.7	15.5
Disabled	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	177	100.0	29.1	49.4	14.6	7.0	21.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	177	100.0	29.1	49.4	14.6	7.0	21.5	15.5
Socio-Economic Status								
Subsidized meals	172	100.0	29.7	49.7	13.5	7.1	20.6	15.5
Full-pay meals	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	44	N/A	22.7	52.3	22.7	2.3	25.0
	Grade 4	47	N/A	14.9	63.8	21.3	N/A	21.3
	Grade 5	42	N/A	42.9	52.4	4.8	N/A	4.8
	Grade 6	32	N/A	53.1	34.4	12.5	N/A	12.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	25.0	32.1	39.3	3.6	42.9
	Grade 4	49	98.0	27.3	61.4	11.4	N/A	11.4
	Grade 5	54	96.3	56.5	41.3	2.2	N/A	2.2
	Grade 6	43	100.0	53.8	38.5	7.7	N/A	7.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	44	N/A	15.9	38.6	25.0	20.5	45.5
	Grade 4	47	N/A	31.9	38.3	25.5	4.3	29.8
	Grade 5	42	N/A	38.1	35.7	19.0	7.1	26.2
	Grade 6	32	N/A	40.6	46.9	12.5	N/A	12.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	3.6	39.3	25.0	32.1	57.1
	Grade 4	49	100.0	25.0	61.4	13.6	N/A	13.6
	Grade 5	54	100.0	38.3	46.8	12.8	2.1	14.9
	Grade 6	43	100.0	41.0	46.2	10.3	2.6	12.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 265)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 3.4%	2.3%	2.4%
Attendance rate	96.8%	Up from 96.4%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.8%	Up from 2.2%	4.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.8%	Down from 5.0%	7.7%	8.0%
Older than usual for grade	10.6%	Up from 0.7%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	40.9%	Up from 27.3%	46.5%	50.0%
Continuing contract teachers	77.3%	Up from 54.5%	77.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.9%	Down from 85.0%	79.3%	86.2%
Teacher attendance rate	94.4%	Down from 98.0%	95.3%	95.3%
Average teacher salary	\$37,522	Up 2.7%	\$37,911	\$39,909
Prof. development days/teacher	12.5 days	Up from 7.6 days	13.0 days	11.4 days

School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio	13.4 to 1	Down from 18.6 to 1	16.9 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 94.3%	88.8%	89.7%
Dollars spent per pupil*	\$6,737	Up 14.2%	\$6,854	\$5,892
Percent spent on teacher salaries*	58.0%	Down from 61.9%	63.0%	66.6%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	62.7%	Up from 30.7%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have a staff of excellent and committed teachers, and view this report card as an opportunity to give the community information on our successes. We are proud to report that our test scores for year four of PACT have revealed continuous gains.

Both English Language Arts and Mathematics scores in grades 3, 4 and 5 have revealed progressive movement of students from Below Basic to Basic, Proficient and/or Advanced.

Staff, parent, and student surveys reveal overall satisfactory ratings by all populations served. This year, as we plan for continued student progress, we will emphasize active parental involvement and student discipline. We continue to ask and expect parents to read to and with their children daily, check homework daily, and maintain open lines of communication with the school via visits, conferences, etc.

We know that all students can learn and many can learn at high levels. We are also positive that Minnie Hughes Elementary School will provide the challenging and rigorous curriculum necessary to ensure the success of all students. Call us to join our progressive team of students, staff, and parents.

Marguerite S. Middleton, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.